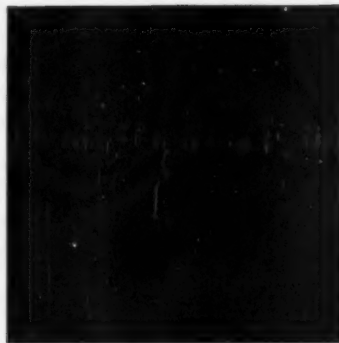


DECEMBER 1952

One of the five designs of greeting cards which are being sold for the benefit of UNICEF, the United Nations International Children's Emergency Fund (see page 11)

UNITED PRESS PHOTO.

The American Teacher



The Providence Story

CONSIDERABLE interest and concern have been expressed relative to the Providence, Rhode Island salary adjustment. A serious and difficult impasse had developed between the Providence Federation of Teachers and the Providence School Committee (school board). The Providence teachers had gone on strike in 1948 and again in the spring of 1952. Nonetheless, the problems remained unsolved, and another strike in September 1952 seemed inevitable.

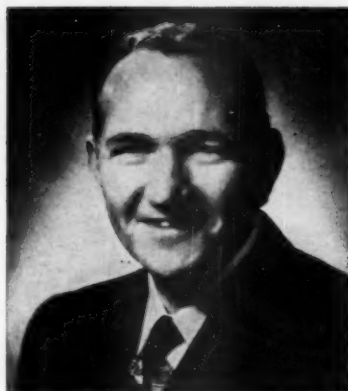
At the post-convention meeting of the AFT Executive Council, Miss Sophie Campbell, president of the Providence Federation of Teachers, requested that the Executive Council provide the local with aid and assistance. Accordingly, your president and the AFT National Counsel, John Ligtenberg, were sent to Providence direct from the AFT convention in Syracuse.

We analyze the problem

We arrived in Providence late Sunday night following the convention, and spent all day Monday and Tuesday studying the problems confronting us. We interviewed various labor representatives and enlisted their support and cooperation. We conferred with the mayor. We met with the union members to get an up-to-date picture of the previous activities of the local. We found that the local had done an outstanding job in setting up procedures for activity and in securing the cooperation of the community. Miss Sophie Campbell and Miss Mary Byron supplied us with all available material such as the budget, school law, the Griffenhagen report, and the report of a commission set up by the mayor to study the problem. She also enlisted the aid of a number of Providence teachers whose services subsequently were invaluable.

A study of the financial structure soon indi-

A folder entitled "Suggestions for Salary Negotiations" containing a series of charts is being prepared at the AFT national office and will be sent to all locals very shortly.



CARL J.
MEGEL

cated the source of the difficulty. The school board, operating under an outmoded school law, could not legally levy sufficient funds to operate the schools properly. Some additional funds had previously been obtained from the City Council upon request of the school board. The City Council, however, was reluctant to increase taxes in order to provide money for school purposes, since education was not within its jurisdiction. The school board, therefore, found itself in a position where it had to assume the responsibility of operating the school system without having the authority to finance it properly. Such an intolerable situation could only develop frustration within the board itself.

We prepare our material

We decided to make this dilemma the core of our proposal to the school board. There was to be a board meeting on Wednesday at 7:00 o'clock at the board offices. We proceeded to prepare material to present our case at this meeting. From a study of the figures we prepared material from which Miss Muheheim, a very capable art teacher from one of the Providence high schools, made four attractive charts done in artistic style in red, blue, yellow, and green.

Our first chart showed that Providence was trying to operate its schools at \$3,000,000 less than the amount they had spent in 1939—considering the increase in the "effective buying income" (total income after taxes) of all the people of Providence.

(Continued on page 22)

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Who Is the Friend of the Classroom Teacher?

THE most outstanding battle in American education at the present time is the indirect attack upon the classroom teachers of the United States by the National Association of Manufacturers in cooperation with a group of college and public school administrators who make up the NAM's Educational Advisory Council. Ironically, therefore, the most insidious attack on education, in the midst of the much publicized attacks on the nation's schools, is the "creeping" attack on the classroom teachers by the NAM in cooperation with representatives of school administration in the United States.

In this battle, the American Federation of Teachers and the American Federation of Labor are waging a major campaign to protect the classroom teachers of the nation from the educational program of the powerful and highly financed NAM, which is aimed at keeping the "poor school teacher" poor and the profits of industry high. How representatives of the teaching profession can be persuaded to participate in such a program on the side of the



IRVIN R.
KUENZLI

NAM is the most perplexing enigma in the current educational scene.

In the current struggle for the defense of democracy, it is of vital importance that teachers understand the principal issues between organized labor and organized industry in this battle for the protection of the welfare of the child and the professional rights of the teacher. Some of the major issues involved in this educational battle, which may have much to do with the future security of our democratic society, are as follows:

NAM

Federal Aid to Education

The NAM is strongly opposed to federal aid to education and declares that federal assistance to the schools would result in federal control of the schools and have "grave implications to academic freedom." (The NAM opposes federal aid to education despite the NEA-NAM collaboration in recent years.)

The NAM declared in 1946 that teachers should have better salaries "within the limit of community capabilities." This policy means, essentially, good salaries for teachers in wealthy communities and low salaries for teachers in poor communities. This is the opposite of the theory of equal educational opportunities for all children regardless of the

AFL

The AFL advocates a wide program of federal support—of at least one billion dollars annually—for increasing teachers' salaries, for financing better school buildings, for providing scholarships and work opportunities, for assisting needy youth in attending college, for improving special services for children—health, recreation, welfare, etc.—and for eradicating adult illiteracy.

Teachers' Salaries

The AFL strongly advocates better salaries for teachers as the only practicable solution for the crisis facing the schools and as just compensation for the highly skilled and vitally important services rendered by teachers. In 1943, the AFL convention declared:

Teachers cannot be expected to remain in the classroom at starvation wages. Proper adjust-

economic status of the parents. The NAM philosophy means that the first essential for a child in securing a good education is to select his parents and his community carefully.

School Finance

In opposing federal aid for education the NAM states that education is a state and local matter. Apparently the NAM now recognizes theoretically that additional state aid is needed for the schools, but the National Office of the AFT has never heard of any representative of the NAM appearing before a state legislative body to assist in securing such aid. The NAM policy opposes equalization of educational opportunities and the raising of sub-standard levels of education. *Recently the NAM has threatened the basic structure of our free school system by advocating that the public schools should be supported in part by private contributions to education from "big business."* These tax dodging contributions are advocated as a means of preventing federal aid to education.

Basing Salaries on Teacher Rating Scales

For many years, big business groups have advocated either openly or "behind the scenes"—as a tax saving device—that teachers' salaries should be based on merit rating scales. Recently the NAM has given wide publicity to an article by Prof. Paul Woodring, professor of education at Western Washington College of Education, advocating that teachers' salaries be based in part on merit rating scales with the maximum salaries paid only to a small minority of teachers who are rated as superior teachers. Were it not for the battle waged by the AFT and the AFL against basing salaries on teacher rating scales, it is probable that this method of determining teachers' salaries would be commonly used throughout the United States.

Cooperation with Educational Organizations

The NAM works with a hierarchy of "big" school administrators and "educational experts" to devise school programs favorable to tax saving. It has used the National Education Association for several years as one of the principal outlets for NAM propaganda, while,

ment in wage scales will solve the teacher shortage problem definitely and immediately.

Recent AFL conventions have adopted similar statements.

The AFL advocates adequate financing of public schools as a sound investment in the future of the nation. The AFL also urges all affiliated bodies to work for increased school revenue at all levels—local, state, and national—and to assist teachers in securing better salaries. The AFL leaders have appeared not only before committees of the Congress of the United States, but also before committees of state legislatures throughout the nation urging more adequate financial support of the public schools.

The AFL believes that wealth should be taxed wherever it is to educate children wherever they are and that all children should have equal educational opportunities regardless of race, creed, color, or the economic status of their parents. The 1952 convention of the AFL emphatically condemned the proposal to finance the schools in part with private contributions from business institutions.

The AFL emphatically condemns teacher rating schemes as a basis for determining teachers' salaries and declares that basing salaries on so-called "merit rating" opens wide the doors to political control of the schools. The AFL has pointed out that, if teachers' salaries were based on rating scales, the "politically able" rather than the "professionally competent" would be placed on the maximum salaries which would be open to only a few teachers.

The AFL declares that there is no measuring device which will indicate *how many dollars* one teacher is better than another.

The AFL also recognizes that basing salaries on rating scales and paying some teachers more than is paid to other teachers with the same training and experience, for doing the same work, would be damaging to teacher morale and to efficiency in the classroom.

The AFL cooperates with the AFT in representing the organized classroom teachers of the nation and urges all affiliated bodies throughout the nation to assist teachers in securing better salaries, higher professional standards, and more democratic working con-

at the same time, opposing the NEA position on federal aid to education.

In view of the long record of the NAM against legislation in the fields of human welfare and child welfare, the classroom teachers of the nation may well look with alarm upon the development of active liaison between the "top brass" of school administration in the United States and the NAM, which the Office Employees International Union (AFL) has characterized as "the most reactionary force in America."

The AFL program for classroom teachers, backed by an organization with a membership of more than eight millions, includes essentially all of the professional objectives sought by the nation's teachers. The late Dr. John Dewey stated: "If the teachers today, especially in our larger centers, are not in the position of intellectual serfs, it is due more, I am confident, to the energetic and aggressive activity of the teachers unions than to any other cause. . . ."

Removing the "Hurdles" from the Salary Schedule in Washington, D.C.

By PAUL COOKE and RICHARD WARE

Dr. Cooke, former president of AFT Local 27, and Mr. Ware are members of the Legislative Committee of Local 27, Washington, D.C. Mr. Ware teaches at Banneker Junior High Schools; Dr. Cooke is Associate Professor of English, Miner Teachers College. Both institutions are in Washington, D. C.

IN 1947, the United States Congress adopted, for the teachers in the public schools of Washington, D.C., a salary schedule in which two "hurdles" had to be surmounted before the maximum salary could be reached. Actually, the "hurdles" provision never went into effect, since Congress eliminated it in the fall of 1951, before it was ever applied.

Since other American teachers have had similar obstacles thrown in their path of advancement to the maximum salary, and since teachers will probably face the same problem in the future, the experience of the teachers of Washington, D.C., may prove to be helpful. This article narrates the "hurdles" story from passage of the clause in the 1947 public law to its elimination in 1951.*

Teachers have come to describe as a "hurdle" an obstacle placed in their path of advancement

from the minimum salary to the maximum. During 1950-51 one-fourth of the American cities having a population of more than 100,000 had set some sort of requirement, other than satisfactory service, for a teacher to proceed continuously from the entrance salary to the maximum.

Various kinds of "hurdles"

Obstacles in the path of normal progression to salary maximum take several forms. Many cities require teachers at regular intervals to take additional professional training, which in most instances means study at a university. Other cities base the teacher's salary on the annual "rating" of his teaching by his school supervisor or administrator. Still another form of the requirement is evidence of growth by contribution to educational, civic, and/or related areas.

The New York State Teachers Salary Law of 1947 provided that after six automatic annual salary increases the teacher would become

* The United States Congress legislates completely for the District of Columbia, the nation's capital. Thus Congress legislates for public school salaries, leaves of absence, and retirement, and appropriates money for the operation of the school system.

eligible for "promotional increments," with four hurdles facing him. According to this law, each teacher would have "opportunities to qualify for promotional increments through satisfactory teaching service and, in addition, objective evidence of one or more of the following special contributions:

"a. Exceptional service to the pupils for whom the teacher is individually responsible. . . .

"b. Exceptional service to the community through nonschool activities directly related to the interests and well-being of young people. . . .

"c. Substantial increase in the value of service rendered to pupils through the teacher's participation in nonschool activities. . . .

"d. Substantial increases in the value of service rendered to pupils, as a result of education beyond the level of the master's degree, education not formally credited toward a degree, or continued approved study by teachers who do not hold a college degree."

The New York law was watered down in 1951 to provide for automatic advancement through the twelfth step on the salary schedule. In both the New York plan and the District of Columbia plan, teachers have or would have had a considerable part in determining criteria involved in their salary promotion.

Washington's salary act clause

For the public schools of Washington, D.C., the salary act clause titled "Method of Promotion of Employees" included this section:

Sec. 7. On July 1, 1948, and on the first day of each fiscal year thereafter, if his work is satisfactory, every permanent teacher, school officer, or other employee except as provided in Section Two of this Act, shall receive an annual increase in salary within his salary class or position as hereinafter provided without action of the Board of Education, except that after a teacher, school officer, or other employee has received five annual increases he shall receive no further increases until he is declared eligible therefor by the Board of Education on the basis of such evidence of successful teaching in the case of a teacher or outstanding service in the case of a school officer or other employee and of increased professional attainments as the Board of Education may prescribe, and that after having been declared so eligible and after having received five more annual increases, he shall receive no further increases until he is declared eligible therefor by the Board of Education on the basis of such evidence of successful teaching in the case of a teacher or outstanding service in the case of a school officer or other employee and of increased professional attainments as the Board of Education may pre-

scribe. A program of in-service training under regulations to be formulated by the Board of Education shall be established to promote continuous professional growth among the teachers, school officers, and other employees, and such teachers, school officers, and other employees shall annually report evidence of participation in the in-service training program thus established and other evidence of professional growth and accomplishment. (Emphasis supplied.)

The "five-year-check"

The basic features of this hurdle are clear. Educational employees would receive five annual increases without action by the Board of Education, but then must be declared eligible by the Board for further increases. On the basis of "evidence of successful teaching" or "outstanding service," the Board would approve an increase—the employee has jumped the hurdle. Further, the whole procedure would be repeated to make the second hurdle. In summary, the procedure, which came to be known to District teachers as the "five-year check," would have operated after five years of service and before the sixth increment, and after ten years of service and before the eleventh annual increase. The law also required the Board of Education to provide an in-service training program "to promote continuous professional growth. . . ." We infer that an educational employee who participated in the Board's in-service program would show sufficient "evidence of successful teaching," although the law made no prescription of evidence of successful teaching or outstanding service.

The actual salary promotion plan, approved for "trial use" by the Board of Education on recommendation of the Superintendent of Schools on October 5, 1949, set forth the following "minimum requirements of successful teaching and professional growth and attainment":

1. An average rating of "reasonable quality of service" or better on the annual rating sheets for the five year period. . . .
2. Participation in at least one major activity of the official in-service program approved by the Board of Education for each year of the five-year period, including the organized educational activities provided by or under the direction of the assistant and associate superintendents, divisional directors, heads of departments, directors of supervision and instruction, and building principals when approved by the Superintendent, provided that one or two years of this requirement may be met by:

- a. College work at the rate of three semester hours credit per year, or
- b. Service on city-wide curriculum committees, Boards of Examiners, or service on a city-wide committee, or other comprehensive committees assigned a professional task and approved by the Superintendent.

This, then, was the hurdle adopted by the District Board of Education to determine whether a school employee showed "evidence of successful teaching" and could receive his salary promotion.

Strong objection to the hurdles provision came almost immediately after passage of the salary act, approved July 7, 1947. At the beginning of the 1947-48 school year, Building Representatives of AFT Local 27 voted unanimously at a regular meeting to seek repeal of the provision. In a special bulletin to all members of the local, the legislative chairman, Don Goodloe, informed the entire membership of the vote and pointed out objectionable features in the act. Shortly thereafter Local 27 joined with Locals 8 and 867, the other AFT locals in the District of Columbia, to make a combined effort against the hurdles provision. Through arrangements made by AFT Vice-President Selma Borchardt, the locals found that Senator Pat McCarran (D.-Nev.) was willing, along with Senators Olin D. Johnston (D.-S.C.) and Sherman Cooper (R.-Ky.), to sponsor a bill to eliminate the requirement as well as to correct other passages considered inequitable by the locals.

Preparing legislation

After a series of meetings of union representatives with a Senate legislative drafter, Senate Bill 2486 was drawn up and was introduced in the Senate on April 12, 1948. The bill proposed to eliminate the requirement that the teacher "receive no further increases until he is declared eligible therefor by the Board of Education on the basis of such evidence of successful teaching . . . as the Board of Education may describe" by substituting the following:

If his work is satisfactory, every permanent teacher, school officer, or other employee shall receive an annual increase in salary within his salary class or position as hereinbefore provided without action of the Board of Education.

Just prior to the introduction of S. 2486, at a subcommittee hearing devoted to teacher legislation, Don Goodloe and Paul Cooke urged

Senators Harry Cain (R.-Wash.) and Henry Dvorshak (R.-Idaho) to eliminate the "five-year check" requirement. Mr. Goodloe argued that the provision was generally unnecessary in view of the rigid screening of teachers at the time of appointment and might lead to a dangerous kind of subservience among teachers. Dr. Cooke argued that the system had been tried elsewhere and been shelved. He cited an AFT pamphlet opposing the basing of teachers' salaries on rating.² One teacher at the hearing, however, did support the "five-year check."

TEACHER. We do not fear the five-year check, because we have been checked every year for a long time. It just does not disturb us at all.

SEN. CAIN. And as a matter of fact, is it reasonable to assume that with that attitude you would rather proudly go before any qualified group of people?

TEACHER. Well, delegates from my association are now working with the criteria committee and have gone on record as being in favor of a high professional standard. We do not care to align ourselves with a low professional standard.

No action

At this hearing the Superintendent of Schools in his testimony did not mention the "five-year check." The subcommittee took no action. Neither did the subcommittee take action on S. 2486, which was introduced a few weeks after the hearing and which died in the 80th Congress.

Again in 1949, near the close of the first session of the 81st Congress, at the request of the three teacher unions, Senators McCarran and Johnston introduced a bill, S. 2449, to eliminate the salary promotion requirements. Local 27 filed a statement with the Senate District Committee, urging remedy of this inequity and others in S. 2486. Again, however, no action was taken on the bill by the committee.

A change in outlook

The dreary outlook was to change, however. Although in October 1949 the Board of Education and Superintendent of Schools Corning had established criteria for "successful teaching," by the end of the same school year the Superintendent concluded that the salary promotion requirement was not helpful. The Washington Star for June 8, 1950, reported the Superintendent as saying in his proposal for the Board's study, "Experience indicates that

²Should Teachers' Salaries Be Based on Rating? American Federation of Teachers, Chicago, Illinois, 1948.

teachers and school officers are highly professional people eager for self improvement." Dr. Corning formally declared in a recommendation to the Board of Education on June 21, 1950:

This provision [the salary promotion clause] requires that after having received five annual automatic increases a teacher or school officer may not receive additional increases until he has been declared eligible on the basis of evidence of successful teaching or service and of increased professional attainments. *This is the provision that is widely known as the so-called "hurdles," a term that in itself indicates some degree of dissatisfaction among teachers and officers.*

The Superintendent is of the opinion that the Teachers' Salary Act of 1947 should be amended to eliminate the requirement that annual promotions may be granted at five and ten-year intervals of service only after a review of the teacher's record of service and professional growth. (Emphasis supplied.)

The superintendent's testimony

The Board of Education adopted the Superintendent's recommendation to eliminate the hurdles. The proposal, now properly from the Board of Education, was put in bill form by request to Representative Thomas Abernethy (D-Miss.). Before the bill, H.R. 1999, was considered by the House District Committee, another bill, S. 945, related to other aspects of the 1947 salary act, was introduced by Senator Pastore (D-R.I.) and was considered by the Senate District Committee, which heard the following testimony by the Superintendent of Schools:

This provision is unnecessary. In the past, most teachers and officers have participated extensively in in-service programs, often planned and financed by themselves, without the compulsion implied in the so-called "hurdles" provision of the Teachers' Salary Act.

This provision disturbs professional morale. The best teaching is done by personnel who are professionally secure. The so-called "hurdles" requirement tends to create uncertainty in the minds of teachers, places emphasis upon participation in in-service activities solely for the purpose of meeting standards that are related to salary position rather than to encourage service in the classroom, and in general is a source of many minor misunderstandings and annoyances that make for less effective teaching.

• • •

SEN. PASTORE. Who suggested this provision?

DR. CORNING. We did not. It was suggested in the committees of Congress. We had to accept it, but it was not our suggestion. This was one provision

inserted [in the 1947 salary act] not at our suggestion, nor at the request of the teachers, of course.

Furthermore, this provision is almost impossible to administer. . . . To set standards of professional growth and attainment that are fair, objective, and yet flexible enough to apply to all teachers and officers is almost impossible. . . . The major difficulty of administration is inherent in the problem itself. It is, simply, that deciding what does or does not contribute to professional growth, the extent to which participation in the in-service activities results in better teaching and administration, and how much participation is enough or not enough to meet minimum standards is highly subjective and very much a matter of opinion.

Elimination of the hurdles

At this hearing Don Goodloe, president of Local 27, supported passage of the amendment to eliminate the five-year check, presenting testimony quite similar to that which the union first formulated in 1947 and 1948. In like manner other representatives of teacher organizations opposed the hurdles and called for repeal. On April 25, 1951, the Senate District Committee approved the amended S. 945 that eliminated the salary promotion requirement. And on May 4, 1951, Senator Pastore in reporting out the bill declared, "I understand this [elimination of the "five-year check"] will have a good effect on the morale of school teachers." That day the full Senate approved the bill. After similar procedure in the House of Representatives, finally, on October 24, 1951, the hurdles provision was eliminated by Act of Congress. Salary advancement again became automatic for District teachers.

No doubt teachers, by voluntary action or with administrative encouragement, will participate increasingly in programs for professional growth, and the Board of Education will make a clearcut effort to furnish programs for in-service training. But salaries will be increased automatically each year.



Caracas University Faculty and Students Fight for Academic Freedom

By ROBERT J. ALEXANDER, *Rutgers University, N.J.*

Robert J. Alexander, president and one of the founders of the Rutgers University Federation of Teachers, writes on Latin America for the "New York Herald Tribune" and other publications. He is the author of "The Peron Era," published in 1951. While in Venezuela last summer on a mission for the Free Trade Union Committee of the AFL, he was struck by the fight which the Venezuelan Central University was putting up against the military dictatorship under which the country is suffering.

THE South American republic of Venezuela has for four years suffered from a severe military dictatorship. The regime has clamped down on freedom of the press, of speech, and of political activity. The country's majority party, the moderate leftist, anti-Communist Accion Democratica, has been outlawed. Leaders of all political parties have been arrested and sent to jail or to the horrible Guasina concentration camp which the Military Junta has established on an island in the steaming jungles of the Orinoco River Valley.

Among its other assaults on popular liberties, the Venezuelan military dictatorship has attempted to curtail if not end altogether the traditional autonomy of the Central University of Caracas. This attempt has resulted in a showdown between the faculty and students of the University on the one hand and the Military Government on the other, resulting in a closing of the school entirely. This state of affairs has continued for nine months, and there is as yet no indication that it will be ended in the near future.

The Central University is governed by a Council of faculty and student representatives, presided over by a Rector named by the government. The respective faculties of the University are directed by other councils on which both faculty and students are represented. The students are organized into Centers, one for each faculty, and these are united in a Federation of Student Centers. The executives of each

of these centers and of the Federation are completely elected by the students.

The students have always been active in the country's political life. Previous to the establishment of the present dictatorship, the Accion Democratica usually had a majority among the student representatives in the governing bodies of the school. However, since that party was made illegal, the annual elections have usually seen lists of candidates presented by the Social Catholic "Copey" party and by the Communists. The former have been in the majority.

However, the present conflict between the University and the Dictatorship has not been motivated by partisan politics. It has been brought about by the government's assault on the University itself. It began when last year the government appointed as Rector, without any previous consultation with the faculty or the student body, a man who was exceedingly unpopular with virtually everyone connected with the institution. He had been Rector once before and had been the cause of a great deal of protest at that time.

This appointment caused an outburst from both faculty members and students. As a result some 130 students were thrown out of the school, without formal charges ever being brought against them. The lists of those to be expelled were obviously made up by the secret police, since the people dismissed were in many instances people with political records who

had not been active at all in the protests against the appointment of the Rector. For instance, several of those expelled from the University were actually abroad at the time, on scholarships to study in Europe and the United States, and could not possibly have been involved in this protest movement. However, the protest was used as the excuse for their dismissal.

As a result of the expulsion of these students, the whole student body of the school went on strike in February 1952. The faculty members joined this walkout by not going to their classes. Soon afterwards the government decreed the total closing of the University, and announced the dismissal of a sizeable number of the members of the faculty. Many faculty members were subsequently able to get positions in leading institutions elsewhere in Latin America, in the United States, or in Europe.

The attitude of the members of the Central University met with support of student and faculty members of other Venezuelan educational institutions. Students in the Universities of Merida and Maracaibo held protest meetings and symbolic protest strikes in solidarity with

their fellows of Caracas. In Maracay student protesters were driven to take refuge in a church when they were chased by the police.

A serious incident occurred during the student demonstration in the University of Merida. The police were called in by the government-appointed Rector of the school, and they fired on the students, killing one and wounding a number of others. This brought forth a strong protest from the Federation of Students of Merida University.

The Military Dictatorship let it be known in the middle of the summer that they intended to open the University again for the fall term. However, the time for opening has come and gone, and the University remains closed. No real move has been made by the government to meet the situation, and it does not seem likely that the University will be reopened in the near future.

The faculty and students of the Central University of Venezuela are carrying on the fight for freedom of thought and for political democracy which has made the Latin American universities famous during the last half century.

UNICEF Sells Greeting Cards to Aid Children in Many Lands

IN ORDER to augment the United Nations International Children's Emergency Fund, greeting cards are sold for the winter holiday season. Each year the UN chooses an internationally known children's artist to design the cards. This year the honor fell to Leonard Weisgard, of Roxbury, Conn. "Around the World with UNICEF" is the theme of Weisgard's pictures, featuring five picturesque settings of countries getting UNICEF aid.

The cards are sold in boxes of ten, with two cards of each of five designs, for \$1.00 a box, including postage. They can be obtained either with or without Season's Greetings, which are expressed in the five UN languages, English, French, Spanish, Chinese, and Russian.

On this page you see the design depicting a donkey delivering powdered skimmed milk in Latin America. The picture on our cover shows a camel on the same mission in the Middle East. The other designs feature an elephant in India, a reindeer in Finland, and a water buffalo in Southeast Asia. In each case the animal is being welcomed by a group of youngsters at play.



Panama Canal Zone Local

Honors Its President and His Associates for Service to Labor and the Community

By Subert Turbyfill

Member of the Balboa, Canal Zone, Federation of Teachers, AFT Local 227

Probably many AFT members do not know that two of the oldest and best organized AFT locals are in the Panama Canal Zone. One of these locals is the Balboa Federation of Teachers, Local 227; the other is the Cristobal Federation of Teachers, Local 228. These locals play an important part in the labor movement in the Canal Zone.

WHEN the members of AFT Local 227, at the Pacific end of the Panama Canal, gave a big testimonial dinner last spring for their outgoing president, they were not only honoring the man who has been president of their union for twelve years, but were also honoring those who, associated with him, have probably done more for organized labor in general and union teachers in particular than any others in that area.

In addition to being president of Local 227, Edward W. Hatchett has for many years been the efficient secretary of the Central Labor Union and also of the Metal Trades at the Panama Canal. As such he has not only been the power *behind* the throne, but in many cases the power *of* that throne.

Since some of the procedures and devices by which he brought the great improvement in the lot of federal government teachers in this outpost of American civilization are clearly and closely tied in with his personality, they could hardly be used by others. But many of those devices are readily accessible to other locals, and they are heartily recommended to all teachers' unions.

President Hatchett always considered teachers definitely and absolutely a part of the labor movement. In every case, he threw his lot in with the labor organization, caused the full weight of the teachers' influence to be behind the labor groups, and secured the full weight of organized labor behind the teachers. He is not concerned solely with the professional aspects and the professional standing of teachers. Yet he is a teacher with the highest pro-

EDWARD W.
HATCHETT



fessional ethics. He believes, however, that teachers are workers.

While President Hatchett was available at all times, day or night, to any and all groups of organized labor, the vice-president of the local, by his civic leadership, was securing an equal amount of good will for himself and the group of organized union teachers which he represented. The vice-president was for years a highly respected and beloved umpire of baseball on the Isthmus of Panama, and an outstanding leader in charitable and fraternal work.

No man with the success enjoyed by President Hatchett in the twelve years during which he has raised the AFT local to such heights can be successful alone, or even with one vice-president. The man who served as secretary for several years and is now his successor as president of Local 227 is chairman of the board of the largest church at the Panama Canal and is a community leader, in addition to being a busy college professor. The teacher who fills



Another of the active members of the AFT local in Balboa, Canal Zone, is CLARENCE R. YOSBURGH, who was a delegate to the 1952 AFT convention. In this picture, taken at the convention, Mr. Yosburgh is shown with SELMA BORCHARDT, AFT's Washington representative.

the post of treasurer is prominent in community affairs, particularly of a fraternal nature, and is widely known and respected in "the American colony" at the scene of the great engineering feat.

Locals other than teachers regretted to see President Hatchett vacate his post as president of AFT Local 227. The policemen, who have no national union, since they are federal government police officers, had their battle for

time, wages, and recognition carried to the floor of the United States Congress, along with that of the teachers and firemen, mainly through the efforts of President Hatchett and his many personal friends and associates in the organized labor movement. Practically all other local union groups have had occasion to be thankful for help given them by this pillar of labor—who is a high school mathematics teacher by profession.

Mr. Hatchett's outstanding success as president of the local teachers' union can doubtless be traced to these four things: the closest possible tie-up with all labor groups in every possible way, active participation in community affairs by all teachers, strict attention to the business of teaching school, and a 100% membership in the American Federation of Teachers.

Although the AFT group at the Pacific end of the Panama Canal will no longer have Mr. Hatchett's services as president of their local, he will be available for consultation, since it will be a few years before he retires from his federal government teaching work. Natives of North Carolina, Mr. and Mrs. Hatchett are already planning for their retirement days on "the old plantation" back in the home state. Every good wish will go with them always from the many Panama Canal teachers who have been materially benefited by his twelve years in the presidency of Local 227.

Importance of Foreign Language Teaching Stressed by Commissioner McGrath

MORE American children should be given an opportunity as early as the third or fourth grade to start learning a foreign language, it was agreed at a recent conference of educators. The conference was called by Earl J. McGrath, U.S. Commissioner of Education, in response to wide-spread evidence reaching the Office of Education that educators are becoming increasingly concerned over the need to teach foreign languages more effectively in American schools, and to start that teaching at an earlier level.

"The increased awareness of this problem," Commissioner McGrath said, "is bound up with recognition of America's increasingly responsible role in international affairs." He expressed

the belief that the American child who starts learning to speak another language will grow to understand more about the people of other countries.

"It is very important," he emphasized, "that we stimulate growth of this kind of understanding by the children who will become tomorrow's leaders."

The problem of teaching modern language more effectively, he added, has been pointed up by one specific need that is already acute and that will continue. "There is a positive foreign service need," he said, "for American men and women who can speak at least one foreign language fluently."

For Your Membership Drive

By R. P. STRICKLAND, *Montana State University, Missoula, Montana*

The membership drive conducted by the Montana University Teachers Union, AFT Local 497, may offer some helpful suggestions to other locals.

TEACHERS are usually people of strong intelligence, strong emotions, and strong opinions. The job of getting them into a teachers' union is a little different from any other kind of membership drive. They may be led, but seldom may they be driven, and the un-drivable sort of teacher is just the sort which makes a good union member when the job is done.

Following are seven short notes which were distributed early this year to all members of the faculty of Montana State University, Missoula. The notes have resulted in some new members for the local. The membership committee is sure that even those faculty members who disdain, for one reason or another, to join the union, were given a spot of education in union philosophy.

The notes were single-spaced so that they could fit on half-sheets of mimeograph paper. Being short, they stood a better chance of being read by busy people. They went out on Tuesday and Thursday of each week until the series had been finished. Here they are, in order:

YOU BELIEVE IN UNIONS for working people, don't you? We won't ask the next question (**DO YOU WORK?**) because we know that faculty people do work, and work hard.

The American Federation of Teachers, which has a local on this campus, . . . is an active part of organized labor because it is a link between education and its largest, most loyal body of friends and supporters—organized labor.

Since you believe in organized labor, and hence in its right to organize, you may wish to join actively in this historic combination of labor and education.

Labor supports us; let's support them by joining them. For more information regarding the AFT and our Local 497, call:

E. W. Briggs, Chairman, Membership Committee,
or R. P. Struckman or E. O. Dwyer
or any union member on the campus.

"Good pay and good times mean bad times for union membership drives," (and may we always have bad times for union membership drives).

We are interested in having you join Local 497, AFT, if you believe that even teachers should have the right of any other variety of citizen—the right to organize.

If you believe unions promote democracy (we do); if you believe a teachers union can help raise academic

standards by such activities as promoting good tenure laws (we do); if you believe unions can help raise the standards of living, even for faculty people, then you may wish to carry a union card in the American Federation of Teachers.

To respond to this invitation for YOU to join, or for more information on our old and well-established local, call: _____

THE AMERICAN FEDERATION OF TEACHERS program over the years has substantially benefited every member of this University Faculty. Don't you want to participate actively in such an organization?

THE AMERICAN FEDERATION OF TEACHERS—The only campus organization establishing an effective contact with the public school teachers of the state for joint action of any kind—professional or otherwise.

For more information regarding the AFT and our Local 497, call: _____

THE AMERICAN FEDERATION OF TEACHERS—An organization that is able to attract the most vigorous kind of public support in promoting the interests of the University.

THE AMERICAN FEDERATION OF TEACHERS—A most effective agency to help the University discharge its responsibilities for the development, education and training of the highest type of labor leadership.

For more information regarding the AFT and our Local 497, call: _____

YOU MAY NOT BE IN FAVOR of labor organizations. That is your privilege. You cannot, however, deny that organized labor has been one of the prime movers in reducing the average work week for industries from 83 hours in 1840 to the present 40-hour week. Neither can you deny that present day benefits such as paid vacations, sick leave, pension plans and other good results have been brought about in part by the efforts of organized labor.

Admittedly not all workers are union members, yet the benefits obtained by organized labor are enjoyed by both members and non-members.

The position of the American Federation of Teachers is similar to other organizations. Whether you are a member or not, you have been sharing and will continue to share in the benefits which have been obtained by the efforts of AFT. We would like to point out that even though you may not be in sympathy with our organization, you cannot help being in sympathy with our cause. If you are interested in helping to improve conditions for all of us, you may also be interested in joining Local 497, AFT.

Perhaps you would like to attend a meeting or two in order to get a better idea of what we do and what we stand for. Nearly all meetings are open to visitors; so if you would like to attend one, just call: -----

THE AMERICAN FEDERATION OF TEACHERS does not duplicate the activities and services of any other campus organization. It cooperates and often acts jointly with other organizations for University betterment, but whatever the problem, it can bring a program of action to bear on that problem not duplicated by other organizations.

THE AMERICAN FEDERATION OF TEACHERS, through its duly appointed representative, serves in an advisory capacity to the United Nations Educational, Scientific and Cultural Organization. It is a combination of idealism and practicality which is carrying the ball for you. Will you help carry the ball for all?

For more information regarding the AFT and our Local 497, call: -----

YOU HAVE NOW BEEN BOMBARDED with a brisk flurry of propaganda designed to make you rush out and join the Teacher's Union—Local 497 of the American Federation of Teachers, to be exact.

THIS IS THE LAST OF THE PROPAGANDA, at least for a time. But the good work of the Union will go on whether you help with your contribution of time, money, and ideas—or not. You will gain from having a Union on this campus. Isn't it reasonable, then, that you at least be asked to help achieve the gains.

Perhaps you think you can't afford to join—can't afford the time, or the money, or your contribution toward the development of ideas of the Union type. Others of us think differently; we think YOU CAN'T AFFORD NOT TO BELONG.

For the pertinent information regarding the AFT and our local, call:

E. W. Briggs, Chairman, Membership Committee or R. P. Struckman or E. O. Dwyer

OR ANY UNION MEMBER ON THE CAMPUS—AND YOU MIGHT BE SURPRISED TO KNOW WHO THOSE UNION MEMBERS ARE, AND HOW MANY THERE ARE. Give us a ring.

Training Village Extension Teachers in India

THE school pictured below is part of a long-range Point Four program being carried out jointly by the Government of India and the Technical Cooperation Administration. If the work of a few demonstration projects is to reach out to millions of people in the villages of India, teachers must be trained so that they may pass along information on health and farming to adults as well as to children. Programs are paid for by the local government.

A severe scholastic schedule has been designed to insure hard-working, practical graduates. The caste system of old India is out; Brahmin and sweeper study and work side by side. Each must take his turn at the chores and housekeeping. Knowledge acquired in this school will be put to use later to help improve farming and living conditions in the Etawah area.



Head Master M. C. Saxena conducts a class at the Lakhna Training School for village extension workers.

Photo by TOM PARKER

Childre



THIS is the third winter of war in Korea. Many children need sweaters, mittens, socks, and shoes. They can be sent also, to: American Relief for Korea. In appealing for aid to the people of Korea, we are asking you to send them relief. After all, they could at least have stopped the war. But it is a tribute to their courage as war as preferable to slavery, and in making

- His protective arms around two homeless Korean children, an American Marine reads a plaque of dedication at the entrance to the U. S. Marine Memorial Orphanage near Pohang, Korea. The orphanage and the land upon which it is situated were bought by officers and enlisted men of the First Marine Air Wing in Korea. Contributing more than \$3,500, they were able to build a sturdy home for the poor parentless victims of the war.



- The photograph shows children who have been orphaned by the bitter fighting that ruined their homes are learning to dance once again. Here they are cared for and are taught by American teachers.

- Without a schoolhouse or adequate supplies, the village children manage to continue their education. As shown in the photograph, classes are held on the grass and on hillsides, the children's sense of the gravity of their situation is at their best for the Oriental code of good discipline is followed, and care of their few books and materials. Planking serves as a blackboard.

UNITED PRESS

e n in Korea

...a land of freezing temperatures and no fuel. Kor-
ks, caps, and any other articles of apparel. Money
Korea, 133 East 39th Street, New York, N.Y.

Korea, the *New Leader* says:
ing our fight. We are not doing them any favors by
long since have surrendered to Communism, and at
ute to their intelligence and courage that they regard
ing that choice stand as an example of how a proud
and free people should act in extreme adversity.
Let us serve well this noble people, and serve our-
selves, by doing something to succor the next genera-
tion of South Koreans. Send anything you can to
American Relief for Korea. And send it at once."

● Soothing words from a GI help to dry the tears
of this little Korean girl, who must say goodbye to
the soldiers who had "adopted" her and other Kor-
ean orphans until they could be sent to American
and French orphanages in Taegu. The soldiers dug
deep into their pockets to raise an average of \$300
an orphan.



...n the left shows the
Orphanage in Seoul,
at their parents in the
ned many of the capi-
ng to smile and play
re given affection and
patient, understanding

...house and without ade-
village of Kunchon some-
ue the education of its
in the photograph on
eld in the open fields
children meeting with a
y of their situation. They
their teachers. The ancient
manners and quiet dis-
and they try to take extra
books and the small supply
placed against a tree
for this group.



PRESS PHOTOS

What Are the Goals of Modern Educators?

By CHARLES SALKIND, Faculty Adviser, Samuel J. Tilden High School, Brooklyn, N.Y.

WE HAVE taken to heart Thomas Jefferson's dictum, "If a nation expects to be ignorant and free . . . it expects what never was and never will be." Americans believe firmly that the "combatting of ignorance and the diffusion of knowledge" is vital to a democratic society, and, hence, must be secured for every citizen in our democracy. So tenaciously do we hold this belief that continued support of the public schools, the vehicle for its implementation, is taken for granted. In spite of forty-nine different school systems—and more, if we make allowances for local autonomy in the big cities—there is an overall devotion to this Jeffersonian ideal. *E pluribus unum* aptly describes this singleness of purpose of our public schools. Who would not count the undeviating loyalty to the goal of an enlightened, free citizenry among the things that are right with our public schools.

How much academic freedom have we?

A corollary to the Jeffersonian ideal is the unfettered pursuit of "truth" wherever it may lead: otherwise, why combat ignorance? Our schools, with regrettable exceptions, have had a fair measure of academic freedom. In spite of recent shenanigans of well-intentioned critics, and of others not so well-intentioned, that have led to a partial curtailment of this freedom, the give and take of the open forum, the presentation and rebuttal of arguments of the planned debate, the deliberation of the town meeting, in the classroom and in the assembly hall—these are all familiar to the American school child.

The freedom to investigate the "truth," the freedom to question, the freedom to answer, the freedom to evaluate—these freedoms cannot exist in a dictatorship. They are the marks of a democracy. Curtailment of these freedoms in the classroom interferes with the fundamental purpose of the public schools to prepare its charges to live efficiently in a democratic so-

ciety. The recognition by our informed citizenry that freedom of inquiry is vital to education in a democracy—and this in spite of the recent successes of the quidnuncs—must be listed among the things that are right with our public schools.

How well are we approximating the Jeffersonian ideal?

How well are we combatting ignorance and diffusing knowledge in our public schools? All over the United States parents and teachers are showing a keener interest in the evaluation of our public school programs, and a growing concern over its products. Most Americans, most of the time, take their institutions for granted, and the public schools are no exception to this indifference. But the concern over the public schools has now, in a number of places, reached a state of violent controversy. Why?

It is poor logic and poor tactic to place all critics of public education in one category. Undeniably there are persistent critics with no motives other than the destruction of public confidence in our schools. In a few communities these enemies of public education have been and continue to be quite vocal. With good financial backing—the sources of their funds are for the most part difficult to trace—they have made their weight felt, and, in the process, have produced utter confusion. Nevertheless, there is general agreement that their numbers are small and that the long-run danger from this source is not great.

Dismissing for the present the open and concealed enemies of public education *per se*, can we, its friends, say that all is well with the public school program of today? Since our present purpose is to seek out the favorable aspects of our public schools, let us postpone momentarily the answer to this question, to give proper emphasis to a little-noticed source of strength in our school set-up.

Exquisite architecture, well-fitted laboratories, luxurious libraries, carefully-prepared curricula, and up-to-date administration—these are all secondary to success. Primarily the success of a school system rests with its classroom teachers. The most elaborate school plans can be wrecked by uncooperative or unintelligent classroom teachers. Obversely, alert classroom teachers can mitigate the worst phases of inadequate planning or administration.

With pardonable pride the classroom teachers of this country are daily displaying commendable devotion to arduous duty, intelligent handling of difficult problems, and unmatched patience in the face of never-ending provocation. With little or no fanfare they work daily at the unglamorous task of molding the children of this country into reliable, sturdy citizens of a democracy. Surely we are fortunate in having in our schools this corps of devoted public servants. Barring unfettered inquiry, could we mention a greater source of strength in our public schools?

What are the goals of progressive education?

It is time now to return to the troubled atmosphere of today's public school programs. Markedly in the elementary phases, somewhat less so in the secondary stages, these programs reflect the tenets, practices, and philosophy of what has come to be known as "progressive education," a collective term encompassing anything from Comenius to Dewey. The name is a flagrant misnomer, and is, itself, largely responsible for much of the confusion surrounding current discussion of the public schools. No one seriously challenges the observation that not every teacher of "progressive education"—the use of quotation marks is essential—is progressive, and, inversely, that progressive teachers existed before the formal installation of "progressive education."

Obviously this is not the time to attempt a professional evaluation of the philosophy and the techniques of this new pedagogy. Hasty attempts at such evaluation usually result in dangerous oversimplification of intrinsically complex questions. Inadequate evaluation of practices and the concomitant oversimplification of important issues are in large measure responsible for most of the ill-advised action in recently troubled communities. However, in conformity with the basic principles that broad

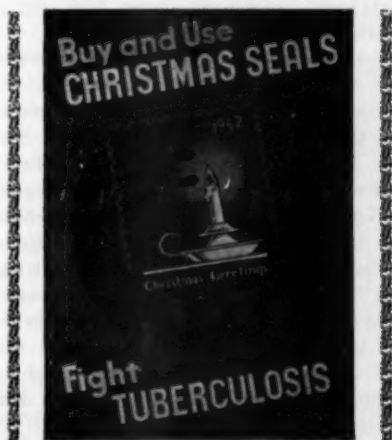
educational policy is laic, we present for sober consideration by the layman one important phase of this highly moot question.

In his article, "There's Plenty That's Right with Public Education" in the March 1952 issue of *THE AMERICAN TEACHER*, Mr. Leo Shapiro writes:

"Here, then, are the emphases of the public schools—equality, cooperation, critical and scientific thinking, participation. Or, to put it another way, the schools have been trying to build in each individual child, security without selfishness, problem-solving without problem-manufacturing, realism about domestic and foreign affairs without cynicism, open-mindedness about 'different' values or beliefs without skepticism. . . ."

We accept in substance this list of desirable emphases in public education. For a better balance, however, we point out that *cooperation*, *participation*, and even *equality* are no monopoly of democratic schools. But the willingness to accept the results of critical and scientific thinking wherever they may lead, cannot conceivably exist in non-democracies. Here, surely, is the educational trump card!

However, "progressives" cannot claim for themselves the exclusive advocacy of these desirable educational emphases. On the contrary, at least one proponent would take from our children the very tools with which to do critical thinking. We invite you to ponder the following, excerpted from an address given March 1951, to the National Association of Secondary-School Principals, by A. H. Lauchner (until



recently), principal of a junior high school in Urbana, Illinois:

"Through the years we've built a sort of halo around reading, writing, and arithmetic. We've said they were for everybody . . . rich and poor, brilliant and not-so-mentally endowed, ones who liked them and those who failed to go for them. . . .

"The Three R's for All Children, and All Children for the Three R's! That was it.

"We've made some progress in getting rid of that slogan. But every now and then . . . some employer who has hired a girl who can't spell stirs up a fuss about the schools . . . and ground is lost.

"When we come to the realization that not every child has to read, figure, write and spell . . . that many of them either cannot or will not master these chores . . . then we shall be on the road to improving the junior high curriculum.

" . . . we shall some day accept the thought that it is just as illogical to assume that every boy must be able to read as it is that each one must be able to perform on a violin, and that it is no more reasonable to require that each girl shall spell well than it is that each one shall bake a good cherry pie. . . .

"When adults finally realize that fact, everyone will be happier . . . and schools will be nicer places in which to live. . . .

"If and when we are able to convince a few folks that mastery of reading, writing and arithmetic is not the one road leading to happy, successful living, the next step is to cut down the amount of time and attention devoted to these areas in general junior high school courses. . . ."

Now place in opposition to this unbelievably frank statement of purpose with respect to the basic skills made by one "progressive educator," the following paragraph from Mr. Shapiro's article in which not only is an impliedly contradictory purpose claimed for "progressive education" but claimed with such vehemence that disbelievers are charged with ignoring incontrovertible evidence and with lying.

" . . . they refuse to look at the mounting evidence out of Wellesley, Houston, Nashville, New York and other places, which shows that modern education is doing a better job of teaching basic skills, the 3 R's, than was done a generation or a century ago. They will not

look at what the public schools are doing because they are too infatuated with what they say the public schools are doing. The stereotype, the Big Lie, is so much more attractive than the reality. . . ."

Which is the true position of the "modern educators"? Taken collectively we find them saying that they are doing a better job of teaching the fundamentals, and that, if and where they are not, it is of little or no consequence, anyway, because there are other things much more important than the fundamental skills. This is fantastic double-talk!

Teachers and parents alike must know without equivocation whether "modern educators" are directing their primary efforts towards improving methods of "combatting ignorance and diffusing knowledge" resulting in an intelligent and disciplined citizenry able to cope with the complex problems of our democracy, or towards diverting the school's energies into other fields, if need be, at the sacrifice of these basic goals. Successful resistance to such diversion when it occurs, I count as of foremost importance in keeping our schools right.

What Should Our Schools Do?

Quotations from an address by Prof. John K. Norton, Director of the Division of Administration and Guidance at Teachers College, Columbia University.

"The typical board of education, school executive, and teacher are today the victims of confusing and conflicting advice as to what the schools should do. One of the great jobs of educational leadership in the future is to find how a community may be organized so that it may arrive at a reasoned consensus as to what education is all about and what our schools should do in particular. Such a consensus should, and can, be reached. Otherwise, we are indeed lost, and the public school will pass as a major factor in the development of the United States."

"The American system of public education is one of the great inventions of all time. It is probably the greatest contribution of the United States to the freedom and general well-being of mankind."

Three AFT Members in U. S. Senate

THE recent election of Mike Mansfield as U.S. Senator for Montana brings to three the number of AFT members in the U.S. Senate. The other two are Senators Paul Douglas, of Illinois, and Senator Hubert Humphrey, of Minnesota, both of whom were elected to the Senate in 1948.

The record of Senators Douglas and Humphrey should be well known to AFT members, since both are among the ablest members in the Senate. In fact, Senator Douglas was ranked first, and Senator Humphrey fourteenth, in a recent survey which brought replies from 52 members of the American Political Science Association who specialize in legislation. As was to be expected, both men have been active in sponsoring and supporting legislation that would benefit education and would promote the health and welfare of children.

Senator Douglas has promoted a bill to provide health services to school children and has sponsored legislation to provide essential research services in child welfare. He also introduced a bill which would provide services for handicapped children.

Senator Humphrey sponsored a bill providing federal funds to aid states in a public school construction program.

Both senators supported efforts to use some of the income from off-shore oil to raise educational standards in all 48 states.

Mike Mansfield has made an outstanding record during his nine years as a member of the U.S. House of Representatives, and will undoubtedly maintain this record as he participates in the work of the U.S. Senate.

Paul Douglas joined the AFT in Chicago in 1922. Hubert Humphrey became a member of Local 444 in 1943, when he was a professor of political science at Macalester College, in St. Paul. Mike Mansfield was a charter member of the AFT local which was organized in April 1957 at Montana State University.

The American Federation of Teachers can well be proud to number among its members these three men, noted for their integrity and for the quality of their leadership.



**SENATOR
PAUL
DOUGLAS,
Illinois**



**SENATOR
HUBERT
HUMPHREY,
Minnesota**



**SENATOR
MIKE
MANSFIELD,
Montana**

The Providence Story

(Continued from page 2)

Our second chart showed that the Providence teachers in 1939 were earning \$2,840 at the 40-year average salary and that in 1952, they were receiving only \$4,220. A big red bar showed that the teachers in 1952 would have to receive \$6,363 to buy the same amount of goods which \$2,840 would have bought in 1939.

Our fourth chart contained our recommendations, through which we attempted to remove as many thorns as possible so as to provide a basis for compromise. After the strike last spring, the teachers were asking for a \$650 increase, disposition of the money saved during the strike, an adequate sick leave plan, and increments for degrees. It was evident from the beginning that the board was entirely incapable of financing a \$650 salary increase in addition to the other requests of the union. We, therefore, had to find some justifiable figures for negotiations. We finally decided that \$440, in addition to the increments for degrees and an adequate sick leave plan, formed a fair basis for consideration, while at the same time requiring an expenditure within the available finances of the board.

We present our case

In making our presentation, we expressed to the board our appreciation for the opportunity to meet with them and our sympathetic understanding of the problems confronting them. We stressed the point that the school board found itself in a frustrating position because it was charged with the responsibility of financing the school system without having authority to operate as a free and independent body; that the humiliation necessitated by having to petition the City Council for funds was increased by the Council's repeated refusal to provide additional appropriations.

It seemed to us that there were two problems which had to be resolved:

First, to settle the immediate difficulty as harmoniously as possible.

Second, to inaugurate a tax revision program through which the school board would become free and independent. Instead of fighting the teachers, the board should take the

initiative in inaugurating legislation to improve the tax structure. Having initiated this program, they should enlist the teachers' union in supporting it. We pointed out that such cooperative endeavor would produce harmonious relations between the school board and the teachers.

Agreement is reached

Some areas of agreement were reached at once, and at another meeting on the following morning further areas of compromise were discussed. Mr. Ligtenberg drew up a legal draft for an excellent sick leave plan, which the board later adopted. Thereafter negotiations were continued by the Providence Teachers Federation and resulted in an agreement that the teachers were to receive:

1. A straight \$375 increase for all teachers.
2. Pay for the eighth day of the strike.
3. \$200 additional for a master's degree.
4. A further \$200 additional for a doctor's degree.
5. A new sick leave plan.
6. Assurance of joint conferences between union representatives, representatives of the mayor, and the school board.

It would seem that this agreement represents a signal victory for the Providence Teachers Federation. It should provide the basis for improved morale among the teaching force, for closer cooperation between the teachers and the administration, and for better education for the boys and girls. The settlement is certain to reflect merit and prestige upon the AFT throughout the nation.

Unfortunately, the solution is only temporary. In Providence, as in practically every other area in the country, the real job lies ahead. A permanent solution requires a complete revision of the tax structure and tax laws in practically every state in the nation. Unless this is accomplished, further increases in teachers' salaries, renovation of school buildings, or securing additional supplies and equipment are practically impossible. These can be accomplished only through legislation. It is this legislative job that the AFT is pointing out to all locals in all areas of the country.

"At every moment of our lives we should be trying to find out, not in what we differ from other people, but in what we agree with them; and in the moment we find we can agree as to anything that should be done . . . kind or good, then do it; push all together."—JOHN RUSKIN, "Sesame and Lilies."

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS—

Miss Marjorie Kinnan Rawlings requested transportation on the bus for white children for the 12-year-old daughter of the Negro caretakers on her home at Cross Creek, Fla. (The bus for Negro children did not have a route in this area.) The request was refused by the school board of Alachua County, Fla., and as a result the child will be boarded in a near-by town so that she can attend school. Miss Rawlings in a letter to the NAACP wrote: "The incident offers a perfect example of the folly, the inhumanity, and the injustice of the segregated school system of the South."

As a tribute to Pvt. Robert Johnstone, an American G.I. who willed his insurance for the establishment of a scholarship for a Japanese pilot, three Americans of different racial origin, Paul Young, John Lipsey, and Al Kushihasi, planned an air trip in the "Spirit of Johnstone." They intended to fly South from California through several countries of Central America to meet with and talk with the John Does of these countries. However, they were not permitted to enter Guatemala.

The \$88,500,000 ten-year rehabilitation program for the Navajos—an internal Point IV project—has been steadily whittled down in the amounts appropriated by Congress so that at present the plan "is as bleak as the Navajo country." In 1950, \$8,000,000 was appropriated; in 1951, \$6,000,000; and in 1952, less than \$3,000,000.

The House Appropriations Committee, in dropping from the federal budget \$181,000 to enable the Office of Education to start planning for the education of children of migratory farm workers, said that the need for better education opportunities for this group of children is obvious and has been for many years but did not think this was the year to start. However, for many years funds have been appropriated for the care and protection of migratory birds. This year the amount was \$6,000,000.

CREDITS+

The circulated protest of several homeowners in San Jose, Cal., against the sale of a home in their area to a Nisei war veteran brought in a flood of support to the prospective buyer, Sam Yoshihara. The local post of the Veterans of Foreign Wars in a resolution wrote in part: "We feel if a fellow is good enough to fight and make sacrifices for the U.S., he should be able to enjoy the rights he has earned."

The Mayor's Interracial Committee of Detroit is planning a community observance of human rights on Dec. 10, 1952, the 4th anniversary of the signing of the Universal Declaration of Human Rights. "The purpose of this observance will be two-fold: to keep alive the concern for democratic practice in community life, and to involve a large number of organizations, key individuals, varied interests, and services in a cooperative venture of gauging community progress in democratic practices."

The Indian Bureau and Bernalillo County, N. Mex., will cooperate in building in Albuquerque a 250-bed hospital. One hundred beds will be reserved for Indian patients. The county will operate the hospital under a policy which will make its facilities open to all on the basis of need.

Equality by Statute, by Dr. Morroe Berger of Princeton University, undermines the popular notion that "you can't legislate prejudice." Through an analysis of the significant federal and state laws regarding minorities, followed by a keen evaluation of how the Supreme Court has interpreted these laws, Dr. Berger effectively demonstrates that the law has become "a sword for the protection of minority rights, not merely a shield." Without minimizing the obstacles in administering a law such as the New York State FEPC law, Dr. Berger shows its efficiency in eliminating employment discrimination. He advances the thesis that law can affect our acts and, through them, our beliefs.



LABOR NOTES

Baltimore Federation of Labor initiates labor education program

THE Baltimore Federation of Labor's education program, initiated late last spring, is now entering its first full year of operation. The program includes labor study in the public high schools, adult education in the night schools, and BFL-conducted workshops in private meeting rooms throughout the city.

A LABOR FILM

The BFL program, spearheaded by Edward H. Johns, executive secretary, achieved national recognition when it became the first in the

United States to have "With These Hands," the ILGWU film history, included in the curriculum of Baltimore's public high schools.

Dr. William H. Lemmel, Superintendent of Public Instruction, said he had studied the film as "a school executive, an educator, a trade unionist and a member of the Association of Commerce. I concluded it is a powerful educational instrument."

The BFL was successful in having the movie stocked in the audio-visual department of the Enoch Pratt Public Library as well as in the public schools.

LABOR SEMINARS

In addition to the film, the BFL arranged for seminars on labor history to be conducted in the schools. This program, conceived by the Federationist Newspaper, was greatly expanded when Mr. Johns joined in the campaign to bring facts about trade unions to the students of Baltimore.

To assure proper conduct of the seminars the BFL is training its executive secretary and members of its education committee by enrolling them in labor-management institutes conducted by Rutgers University.

Dr. J. Carey Taylor, Assistant Superintendent of Public Instruction, has recommended to all high school principals that full use be made of the program afforded them by the Federation.

Included in the BFL achievements is a chapter on labor history which will appear in a new textbook scheduled for early release. It was written by Henry B. Waskow, director of the history department at Patterson Park High School and a member of Baltimore Teachers Union, Local 340.

SAFETY EDUCATION

Expressing the belief that education will help to solve most labor problems, BFL delegates referred the question of industrial safety to the education committee. The group promptly investigated safety hazards on a number of construction jobs and in several factories. As a

result it arranged for classes in safety education.

In cooperation with the Department of Education the BFL, beginning on October 9, opened classes in basic safety and advanced industrial safety training. These are conducted each week in the Department of Education Building. They discuss such topics as accident prevention, accident costs and causes, safeguarding machinery, shop safety, etc.

CHURCH LECTURES

The program has been augmented by a series of lectures on labor and religion by Mr. Johns in churches of various faiths in Baltimore and surrounding counties.

ADULT EDUCATION

On October 20, the BFL adult education program was extended to include classes in labor history, legislation, labor problems and services to the community.

The Department of Education has engaged Emil Starr, an outstanding instructor in union education, to conduct the new classes. Mr. Johns has been appointed coordinator of the program. John Connors of the AFL Workers' Education Bureau will be guest speaker at the opening session.

TEACHER TRAINING

Another BFL educational project which opened this month is the Labor Activities Workshop for Teachers. Under the direction of Dr. Harry Bard, the workshop will be included as part of teachers' in-service training.

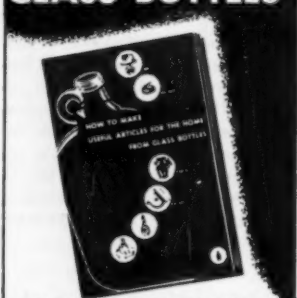
This new community study program is conducted by Milton Goldberg and Miss Beulah Reizenstein, both members of the Teachers Union. Mr. Johns is consultant.

This project marks the first time that a community study program has studied labor. The plan was previously restricted to industry.

Reviewing the program, Mr. Johns said: "Our educational projects are just beginning to swing into high gear. But they have already met with sufficient success to encourage us to continue our forward march in this field."

The Federationist (Md.)

This New Booklet Tells . . . HOW TO MAKE LAMPS, VASES and 50 OTHER ITEMS FROM GLASS BOTTLES



Here's a useful 24-page booklet on how to make 52 different articles from glass bottles and containers. Learn to make lamps, vases, lanterns, door-stops, salt shakers, aquariums, ships in bottles, bird houses and many other attractive items. Discover these added reasons why it pays to buy milk, beverages and foods in union-made glass containers.

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Lee W.
Minton
President

Pensions act as deflation brake

A leading economist said that the increasing number of pensions and larger Social Security benefits will act as a brake against future deflation.

Dr. Marcus Nadler, consulting economist to the Hanover Bank of New York, said that "if the productive capacity of the country and the productivity of labor, machinery and equipment continue to rise, the existence of pensions and old-age benefits will contribute to economic stability."

"Under such conditions the existence of a large number of non-productive individuals with a steady income will tend to maintain the demand for consumer goods."

Pension plans were termed "definitely anti-inflationary" also by Prentice-Hall, Inc., a business publishing firm. It pointed out that by 1960 there will be 16 million persons over 65 who will have a huge reservoir of retirement funds. Their spending power will exceed \$10 billion a year.

The Social Security Administration reported that 4,725,000 persons were receiving old-age and survivors' insurance payments from the government at the end of August. Monthly benefits amounted to \$1.9 billion yearly. As of last Dec. 31, 62 million persons were insured under Social Security, with 23 million being permanently insured. The AFL has called for even wider coverage and higher benefits.

Launch labor magazine for Japanese

Rodo Pacifico, a new monthly periodical, aimed at unity between East and West through labor fraternity, began publication here by the Asian Bureau of the American Federation of Labor.

Dick Deverall, chief of the Asian bureau, announced that free copies are available to members of Japanese trade unions and college and university students specializing in labor relations.

The first issue is a 20-page magazine featuring the following articles: a study of slave labor in Soviet Russia written by Matthew Woll, AFL vice president; a message to Japan on the occasion of the Japanese Peace Treaty, written by George Meany, AFL secretary-treasurer; an article by Arthur Elder on "Labor Education in the U.S."; an article on the Mao Tse-tung "labor front" in China, and an editorial

urging "Don't Let Reaction Visit Japan."

The next issue may feature an article on productivity by Boris Shishkin, AFL economist.

The magazine is printed in Japanese, and as it is something new in Japanese labor activity, the response has been enthusiastic.

Housing Agency reports

Do you think our housing is good?

Look at the report just issued by the Housing and Home Finance Agency. One-fifth of all nonfarm American homes still lacked private indoor flush toilets in 1950, the agency reported.

Twenty-seven per cent had no private bathing facilities, 3 per cent were without electric lights and 17 per cent still used the old fashioned ice box for refrigeration purposes.

Gross rent—including the cost of water, electricity, gas and other fuel—was half again as high in 1950 as in 1940.

A total of two million homes, as many as in 1940, had more than 1.5 persons per room.

In communities of 2,500 or more, 52 per cent of the white population owned their homes, while only 33 per cent of the nonwhite groups were home owners. In rural nonfarm communities, 64 per cent of the white, and 45 per cent of the non-white groups owned homes.

There were 46 million dwellings in 1950, showing an increase of 23 per cent in 10 years.

Co-ops benefit buyers

"Once the buying power of a large number of people is organized so they act together, they can do mighty near anything they decide to do."

That's what Jerry Voorhis, executive secretary of the Cooperative League, told a Minnesota audience.

For example, said Voorhis, seven major oil companies have been shown by the Federal Trade Commission to control completely most of the free world's oil—except in the United States. Their control here would be stronger except for the fact that some of the U.S. oil business belongs to cooperatives, he said.

Aftermath of steel strike

As a result of the recent steel strike, the U.S. Steel Corporation granted a raise to its 10,000 salaried employees. Thus again the white-collared workers have been benefited by the efforts and deprivations of the blue-shirted organized workers.

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Flaws in policy on immigration

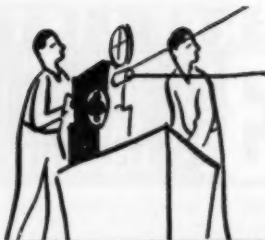
The Special Commission which is now conducting hearings on what is wrong with our immigration policy is getting an earful from the most unexpected sources. One economist told the Commission that the hundred thousand visas which go to waste each year cost the U.S. three billion dollars annually. He further stated that one million domestic workers could be placed at once—and they are badly needed. Another witness saw trouble ahead. In his state the average age of the farmer is 53 years. Unless we augment the farm population with younger immigrants, he felt, we will soon face a crisis. In the same state, there are 63,000 industrial jobs that cannot be filled.

Britain employs the disabled

Today, even severe disablement is no longer a bar to employment in Britain. This is the result of improvements in medical science and of positive Government action over the past ten years. About 900,000 persons, or nearly 4% of the employed population of the United Kingdom, are registered as disabled; of these, fewer than 54,000 are now without work, even including the very severely disabled.

Teachers from abroad arrive in U.S.

From 47 different countries throughout the world, 271 teachers, supervisors, and school administrators have come to the United States recently to spend six months studying American educational systems.



BOOKS AND TEACHING AIDS



Suggestions for teaching about Asia

ASIA IN THE SOCIAL STUDIES CURRICULUM.

By LEONARD S. KENWORTHY. Brooklyn College, Brooklyn 10, N.Y. 44 pp. 50c.

Fourteen pages of this pamphlet are used for a discussion of the place of Asia in the social studies curriculum. Here the author points out that "though our past has been largely European, our present and future are global." However, he does not attempt to prepare a program for teaching about Asia, and he questions the wisdom of extended studies of Asiatic countries in the elementary grades. In short he raises several problems concerning the place of Asiatic studies in the curriculum and offers some suggestions for a realistic approach to the topic; but chiefly he wants teachers to consider the problems, develop methods and materials, and evaluate the results obtained from them.

The greater part of the pamphlet is devoted to a bibliography on teaching about Asia. One section includes materials for elementary grades one through six; the other lists materials for grades seven through twelve. Textbooks are not included in the lists but maps are suggested. All materials are grouped under geographic headings.

A third section of the booklet presents listings of films and film strips. Valuable as these lists are, the teacher will probably be equally appreciative of the lists of publishers' addresses. Social studies teachers who are interested in expanding their students' horizons will find this a valuable reference.

An approach to democratizing school board procedures

PRACTICAL SCHOOL BOARD PROCEDURES.

By DANIEL R. DAVIES and ELWOOD L. PRESTWOOD. Chartwell House, 280 Madison Ave., New York, N.Y. 198 pp. \$2.25.

If he is willing to sift out a deal of harmless chaff, a well intentioned reader would occasionally be rewarded with promising new ideas. Apart from a naive faith in the genius school superintendent, the authors have an admirable and democratic approach to their subject. It is not, however, a militant approach. A devoted reader would be moved to improve but not to "clean up" his school system.

Of the 285 boards from the 48 states "selected for their recognized accomplishments," relatively few are

from large cities. The result of this selection is an emphasis on developing closer social relationships between board members and school personnel. The authors regret that very few boards report the best practices. For example, only one claimed that "representatives of the various professional and nonprofessional associations attend board meetings and speak up when matters of policy affecting them are discussed."

The chapter on "How Boards Develop Good School Staffs" is by far the best, describing many of the policies for which the AFT works. However, if the board-member-reader did not work with an exceptionally fine superintendent, he would find little help from this volume in solving his problems.

ELISABETH K. HOLMES, Local 253, Milwaukee, Wis.

How to add a sound track to amateur films

Richard G. Decker, a teacher in Mont Pleasant High School, Schenectady, has prepared a 16-page mimeographed paper describing a successful experiment in adding continuous sound to amateur movies by means of a tape recorder. In this paper he also comments on the educational values involved and suggests ways in which sound films made in this way may be used.

Mr. Decker seeks to give enough specific information to enable the reader to carry out a similar project. A helpful bibliography is appended.

Copies of the paper, *Making an Inexpensive Sound Film*, can be purchased for 25 cents from Harold C. Newton, Board of Education, Syracuse, N. Y.

A collection of short plays, two for each of nine holidays

HOLIDAY PLAYS FOR TEEN-AGERS. By HELEN LOUISE MILLER. Plays, Inc., Boston, Mass. 355 pp. 1952. \$3.50.

Two plays for each of nine holidays, including Halloween and Easter, are offered in this collection. Production notes at the end list properties and suggestions for settings. All plays are royalty free, and the average playing time is thirty minutes.

The objective of each play is entertainment, but the spirit and traditions of the holiday are also brought out. In most cases the dialogue has been kept natural and parts would not be difficult to learn.

A good story about teaching in Alaska

HEARTH IN THE SNOW. By LAURA BUCHAN and JERRY ALLEN. Wilfred Funk, Inc., New York, N.Y. 1952. 306 pp. \$3.50.

When Laura and Bill Buchan fell in love with Alaska while they were there for a vacation, they signed up in the Alaska service for two years of teaching. However, their job involved much more than that to the people of Bristol Village in the Aleutians; they found themselves acting as medical consultants, radio contacts with the "Outside," as representatives of the mysterious but respected "govamint"—especially on March 15—and even as substitutes for the priest between his infrequent visits. Their true story is both fascinating and heart warming.

At no time do the "school mama" or the "school papa" feel that they are missionaries come to lead an inferior people. They are friendly, sincere, completely absorbed young people doing a hard job well. They should make anyone proud of American resourcefulness and good sense. Teachers should feel particular satisfaction in meeting such delightful members of their profession.

Laura Buchan wrote these experiences in collaboration with her newspaper friend, Jerry Allen, who was 4,500 miles away; the distance, however, proved no handicap to the success of the story. Even those readers who are not especially interested in teachers or in Alaska are sure to enjoy *Hearth in the Snow*.

Essential facts about labor unions in the U.S.

LABOR AND THE AMERICAN WAY. By MARK STARR. Oxford Social Studies Pamphlets, Oxford Book Co., 222 Fourth Avenue, New York, N.Y. 1952. 76 pp. 50 cents for single copies, 30 cents in quantities of 50 or more.

In this compact, readable pamphlet, Mark Starr, educational director of the International Ladies Garment Workers Union and co-author of *Labor in America*, relates the essential facts of labor unions in the United States. The seven chapters present simply the history and development of organized labor in America, the structure and problems of unions, the role of unions today, labor and the community, labor and the law, and labor in politics. Thought questions and suggested activities at the end of each chapter add to its usefulness as a text. The booklet is made particularly eye appealing by many drawings and cartoons. A glossary of labor terms that figure so frequently in print is also included.

Although the pamphlet is intended to be used as a supplementary high school textbook, college students, teachers, and the general reader will find it an informative survey of unionism.

AFT members who realize how inadequately labor's story has been told in the schools will welcome this effective presentation of a movement that now numbers over sixteen million workers and is a dominant force in American life.

MEYER HALUSHKA, Local 1, Chicago, Ill.

A BOOKLET FOR THE SHOP TEACHER



AFT President Carl Megel (left) congratulates Lee W. Minton, president of the Glass Bottle Blowers Association, AFL, on publishing an educational booklet, "How to Make Useful Articles for the Home from Glass Bottles."

There is a lot of fun and satisfaction in converting used glass bottles and jars into functional and decorative objects, says Lee W. Minton, president of the Glass Bottle Blowers Association. For some time now, this AFL union has been active in promoting the use of the glass containers which their members make.

This program led to a nationwide contest sponsored by the Association to find the most useful and decorative articles made from used glass containers. Results of the contest amazed even its optimistic sponsors, for hundreds of practical entries were submitted from almost every state, and entries were received also from India, Denmark, Alaska, and other unexpected sources.

Now the best of these ideas, culled from the contestants' suggestions, have been incorporated into a 24-page booklet, *How to Make Useful Articles for the Home from Glass Bottles*. Here are some of the articles for which instructions are given: vases, candle holders, candle flower holders, salt and pepper shakers, hanging ivy planters, lamps, barometers, night lights, and paper weights.

Copies of the booklets are being sent to AFT locals and can be obtained without charge by applying to the president of your local.

History made enjoyable for girls in grades 4 to 6

A FARM FOR JULIANA. By MAUDE ESTHER DILLIARD. E. P. Dutton & Co., New York, N.Y. 189 pp. \$2.50.

This story relates the exciting adventures of Juliana and four-year-old Pieter, whose parents leave their comfortable home in Holland in the mid-17th century and, after many hardships and disappointments, settle on a farm in what is now Brooklyn. The book makes history enjoyable for girls in grades 4 to 6.

VIRGINIA MCGOURTY, Local 1, Chicago, Ill.



news from the LOCALS

New teachers given cordial welcome by AFT locals

New teachers are being welcomed by AFT locals in all sorts of delightful social events as well as by cordial personal contacts.

866 CONTRA COSTA COUNTY, CALIF., reports that its Junior College Chapter held a reception for new teachers. This party was held in the home of the president of the group, John Schuyten.

The entire Contra Costa Federation of Teachers inaugurated an event to welcome new teachers. It was a pot-luck barbecue to which each person was invited to bring his own utensils. The menu was kept simple—salad, main dish, bread, and dessert.

394 HAMMOND, IND., entertained new teachers at a dinner. Guests on this occasion included also administrators and members of the principals' union, Local 890.

MFT invited to College Council conference

AFT members in Michigan were invited to Michigan State College to attend a College Conference sponsored by the Michigan State College Teachers Union and the Michigan Federation of Teachers College Council. "The Teacher in Public Affairs" was the engaging theme of the conference.

Professor Edgar Waugh, a long-time AFT member, discussed the topic from the standpoint of responsibilities outside the nation; Professor Russell Nye spoke on national interests; and Governor G. Mennen Williams dealt with matters concerning teachers at the state level. As

4 GARY, IND., held a reception at which new teachers were guests. AFT vice-presidents Ann Maloney and William Swan, who are members of Local 4, greeted their colleagues.

On the program was Miss Margaret Labb, president of Local 4, who gave an interesting report on the AFT International Summer School which met in Paris in July. There was also a delightful musical program and, of course, there were refreshments. A crowd of almost 600 enjoyed the evening.

716 CEDAR RAPIDS, IA., reports that the distinguished historian, Dr. Myron L. Koenig, spoke at their dinner at which new teachers in Cedar Rapids were guests. Dr. Koenig spoke on "American History and You" before an enthusiastic group of union teachers and their guests.

a conclusion Dr. Carroll Clark, an MFT vice-president and Flint Junior College faculty member, took up the question of the teachers' participation in public issues at the community level.

Panel members from various colleges and junior colleges supplemented the talks. Time was also allowed for general discussion.

DeBriac reappointed

252 MILWAUKEE, WIS.—E. C. DeBriac was reappointed by the mayor of Milwaukee to a four-year term on the Library Board of that city.

250 TOLEDO, O., reports: "A large number of new teachers and members of the Federation enjoyed a pleasant afternoon on September 24. Thanks to the Social Committee, headed by Miss Rose McLaughlin, and to the Professional Contacts Committee, of which Mrs. Dorothy T. Mills is chairman, for their fine arrangements.

"Mr. Raymond Peck, AFT vice-president, talked to us reminding us of the accomplishments of the Federation on a local, state, and national level. He pointed out the fields in which the Federation is able and willing to work most effectively."—*Toledo Bulletin*.

252 MILWAUKEE, WIS., entertained new teachers at a buffet supper. The program of the Milwaukee Teachers Union and the advantages of membership in the union were discussed. Music provided a lighter note.

American children amaze German teacher

111 PORTLAND, ORE.—Miss Ilse Ludas, a second-grade teacher from Berlin, Germany, was a visitor at a meeting of the Portland Teachers Union.

Miss Ludas, who came to the United States under a study grant from the U.S. Department of Education, was making a study of our school system and educational methods. She gave brief comments on her experiences here, and concluded with the observation, "The freedom of American children amazes me!"

AFT members benefit from Fellowship program

Toledo members participate

250 TOLEDO, O.—The classes of Mrs. Pauline E. Burton, of Local 250, have been selected as outstanding by Miss Abbey Adams, Supervisor of Foreign Languages of the University High School, University of Oregon. Miss Adams regarded the work of Mrs. Burton in language teaching so highly that she has asked permission to visit Mrs. Burton's classes in late October as part of her study of foreign language teaching under a Ford Foundation Fellowship grant.

Miss Rose Bloom, also of Local 250, has been chosen as a recipient of a Ford Scholarship for a year's study.

Baltimore teacher plans study at Harvard

340 BALTIMORE, MD.—Jas-trow Levin is the first Baltimore teacher to win the coveted Ford Foundation Award. A science teacher at Polytechnic Institute and a member of the executive committee of Baltimore Teachers' Union, Local 340, Mr. Levin was chosen from among 34 other applicants. He will spend most of his year studying methods being developed at Harvard University for the historical approach to the teaching of science.

The Ford Foundation Fund for the Advancement of Education, previously restricted to college faculty

members, was this year extended to include high school teachers. The fellowships are awarded to gifted teachers to provide them with the opportunity to devote a year away from their regular duties to pursue projects of their own, to enrich them as liberally educated individuals and to make them more effective teachers.

The AFT teacher will be able to take full advantage of the Ford fellowship due to the granting of sabbatical leave, a privilege achieved by the Baltimore Teachers' Union in 1950.

Plans European study

246 CHATTANOOGA, TENN.—Lassie Munsey, charter member of Local 246, has won a fellowship from the Ford Foundation for a year of research and study in the United States and abroad.

Miss Munsey, who has been teaching citizenship at Brainerd Junior High School in Chattanooga since 1931, was secretary of her local for several years, and recording secretary of the Central Labor Union.

C. Lawrence wins award

200 SEATTLE, WASH.—Carl Lawrence, a long time member of the Seattle Teachers Union and head of the Social Studies Department at Roosevelt High School, has been awarded a fellowship by the Ford Foundation.

Burma attracts Baltimore teacher

340 BALTIMORE, MD.—Jean S. Cohen, a teacher in the Forest Park High School, will spend next year teaching science in Kam-hawza College in Burma. The school is located in Taunggyi, Southern Shan States. If the place is as exotic as its name, the experience should be memorable.

NEW LOCALS

1164 Jefferson Federation of Teachers (Calif.)

1165 Kansas State College Federation of Teachers (Kas.)

1166 Menasha Teachers' Union (Wis.)

1167 Pasco Federation of Teachers (Wash.)

1168 Name to be decided—Teachers and Research Workers at the University of California (Los Angeles, Calif.)

1169 Hawthorne Cedar Knolls Federation of Teachers (N.Y.)

Tacoma Federation wins free planning period

461 TACOMA, WASH.—A free period for planning and conference was provided for junior high school teachers in the 1952-53 budget of the Tacoma schools. The request for the free period was presented by a committee of the Tacoma Federation of Teachers at a special conference with the superintendent of schools.

The Tacoma Federation is one of the three locals in Washington that more than doubled its membership in 1952. Others are the Bellingham and Vancouver Teachers Unions.

M. Wheeler appointed to State Board

571 WEST SUBURBS, ILL.—Mary Wheeler, AFT vice-president and past president of Local 571, has been appointed to the State Teachers' Certification Board by State Superintendent Vernon Nickell. The Board, created by a 1951 statute as a substitute for the old Examining Board, is required by law to include two teachers, two administrators, two county superintendents, and three college representatives. Miss Wheeler and four others of the group are serving their first term on the Board; four members served on the old Examining Board.

200 attracts members by varied activities

200 SEATTLE, WASH.—The Seattle Teachers Union sponsored a luncheon and panel discussion during a recent Institute in that city. The subject of the panel, "Youth and Discipline," was presented by a group including students, parents, teachers, and a member of the school board.

At the opening of school the Seattle local had prepared a small (2½ by 3½) three-fold card presenting the objectives and accomplishments of Local 200. The card also served as an invitation to join the union and as a membership application. Each card, signed by the individual who distributed it, offered the applicant additional information. Among the major achievements listed by the local were: (1) a \$100 pension instead of the \$75 advocated by other teacher groups; (2) extra-curricular pay; (3) cash rather than tuition for critic teachers; (4) labor's interest in school board elections.

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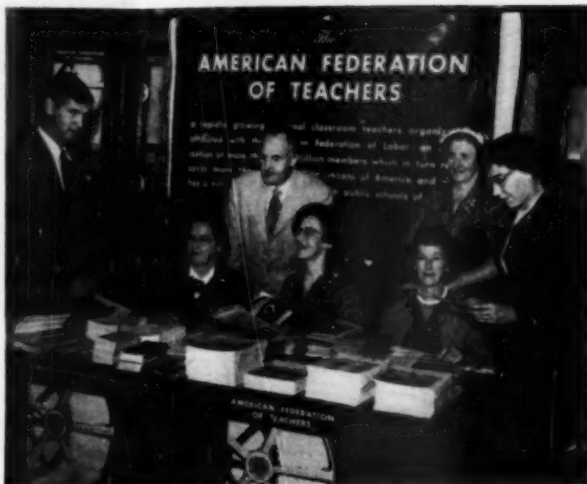
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120 days.....\$865
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terranean, Austria, Holland, Belgium

Lake County spreads word about AFT at Institute

504 LAKE COUNTY, ILL.—Information on the American Federation of Teachers is now before more than a thousand teachers in Lake County, Ill. Local 504, Lake County Federation of Teachers, was given permission to set up an AFT booth and distribute AFT literature at the annual Lake County Teachers' Institute at the Waukegan Township High School in September.

At the entrances, members of Local 504 presented each teacher with a folder which included "Questions and Answers about the American Federation of Teachers," "Selected Statements by John Dewey about the American Federation of Teachers," the American Federation of Teachers blotter, and a mimeographed page of information on Local 504. In the booth, attractive posters were displayed, and AFT pamphlets, copies of THE AMERICAN TEACHER and information about AFT were given to interested teachers. The committee in charge of the booth consisted of Jean Casey, Eleanor Moore, Mary Roemer, and Virginia Turney; Richard Brett



AFT booth at Lake County Institute. Seated: Jean Casey, Virginia Turney, Eleanor Moore. Standing: Ben Dougherty, chairman, grade school unit, David Fields, Mary Drew, Avis Youngberg, chairman, high school unit.

prepared the material on the local. The members of Lake County Federation of Teachers feel that this

was an excellent plan to present information on the AFT to the teachers of Lake County.

New local already chalks up salary gain

1161 RACINE, WIS.—The newly organized Racine Teachers Union, AFT Local 1161, credits the Racine Trades and Labor Council and other organized labor groups with the first active backing teachers in this area have received from citizens groups for needed salary boosts. As a result of this labor support the teachers received a \$300 increase instead of the \$200 the school board had originally proposed.

In September the Racine Teachers' Union and another teacher group proposed a \$300 general raise. Starting salaries for teachers with a bachelor's degree would be raised from \$3,000 to \$3,300 and maximums from \$4,800 to \$5,100. The teachers also requested a starting salary of \$3,400 and a maximum of \$5,400 for a master's degree.

The school board's committee of the whole countered with an offer of a \$200 increase. The Racine Trades and Labor Council and the Teachers Union then put on a drive for the original demands. At its October meeting the board voted to grant the full \$300 increase. No change, however, was made in the annual increments.

Membership in the new local has shown an increase since the charter

application and the new officers plan to continue a membership drive, to work out a sound program of objectives, and to plan further activities with the Racine Trades and Labor Council, whose officers took an active part in organizing the new teachers' union.

Benefits at River Rouge include better salaries

824 RIVER ROUGE, MICH.—River Rouge reports that its new salary schedule for 1952-53 provides a minimum of \$3,300 for a B.A., with seven increments of \$250 and one of \$100, making the maximum for this group \$5,150. For the M.A. group the minimum is \$3,400, with seven \$250 increments and one of \$200 to gain the maximum of \$5,350.

Allowance for sick leave now permits the accumulation of 100 days.

Salaries in Balboa reach \$6,641.25

227 BALBOA, CANAL ZONE.—The salary schedule of the Balboa Local shows a minimum of \$3,912.50 and a maximum of \$5,953.75 for the AB group. For the MA group the minimum is \$4,578.75 and the maximum, \$6,641.25.

Ohio laws permit extra pay for extra work

703 MANSFIELD, O.—The bulletin of the Mansfield Federation of Teachers reports that the Attorney General of Ohio has held that boards of education may allow teachers extra pay for supervising extra-curricular student activities. Such activities may include those of athletic manager, coach of cheer leaders, and advisers to high school papers. The Attorney General held that "In view of our present concept of the school system, which concept includes many activities supervised by the school beyond teaching in the classroom subjects, it is reasonable to assume that the general assembly intended that the teacher supervising such activities might be compensated."

Elect Chicago teacher officer of ICEC

1 CHICAGO, ILL.—In its convention in the summer of 1952, the International Council for Exceptional Children elected Alma Finegan as secretary of the international organization. Miss Finegan, who is a teacher in the Spaulding School for Crippled Children and former president of the Chicago chapter of the Council for Exceptional Children, is a member of Local 1.

New Jersey Federation has 15th convention

The fifteenth annual convention of the New Jersey State Federation of Teachers was held in October in Newark, New Jersey. Seventy-eight delegates representing 15 locals attended the two-day session, which had for its theme, "Education, an Investment in America's Future."

Miss Ellen Smith, Federation president, in her call to the convention, deplored the failure of New Jersey's Governor Driscoll to act on the recommendations of the State School Aid Commission. She said that teacher salaries, despite increases won with tremendous difficulty, still lag far behind living costs; school budgets are being pared to the bone, and nowhere in the state is there an all-around school building program or serious planning for the heavy influx of new pupils.

The first business meeting of the convention was devoted to the report of Benjamin Epstein, legislative representative, who stressed the dire need of immediate state aid for New Jersey schools and proposed that the Federation ask the governor to call a special session of the Legislature to consider the problem at once. Further, he pointed out that mounting federal taxes imposed on those least able to pay arouse public resentment against rising local tax rates, and everywhere the teachers and the schools are made the scapegoat.

The traditional convention panel was based on the convention theme and each of the speakers not only stressed the need for financial aid to the public schools but also the ne-

cessity for supporting the schools against those who would weaken and destroy them. The participants on the panel were Dr. Mason Gross, Provost of Rutgers University; David Janowitz, legislative chairman of the Newark Teachers Union; and David Selden, field representative of the American Federation of Teachers.

The evening of the first day was featured by the annual banquet, which was attended by approximately two hundred delegates and their guests. Miss Smith delivered the president's report and Carl Megel, AFT president, spoke at length on some of the problems confronting teachers today and the value of teacher affiliation with organized labor. Entertainment was furnished by a large musical ensemble of students of the Newark Arts High School.

The second day of the convention was devoted, in part, to speeches by Mr. Megel and Raymond Peck, AFT vice-president for the New Jersey area. Most of the day was given over to committee reports and the election of officers. The delegates voted to retain the services of the AFT field representative, David Selden, for another year and approved an organizing program to help Mr. Selden in his work. The legislative program offered by the legislative representative was approved and plans to implement the program were adopted. Unanimous support was given to several resolutions supporting the campaign of educators to resist the attacks on academic freedom.

Professional topics studied by Montana group

The seventh annual convention of the Montana Federation of Teachers was held in Livingston in October. After the official opening address by Miss Kathleen McGuire, president of the Montana Federation of Teachers for 1951-52 and AFT vice-president, a panel discussion on "The Thirty-third Legislative Session and School Finance" was presented. The moderator was a district judge, the Honorable W. W. Lessley, and members included a legislator, a labor representative, a school superintendent, a member of the State Department of Public Instruction, and a PTA member.

A luncheon was held on the first day of the meeting, followed by an address by Hugh R. Adair, Chief Justice of the Supreme Court of Montana, on "The Teacher and the Law." At the second session Irvin

R. Kuenzli, AFT secretary-treasurer, spoke on "The AFT in Action."

The second day of the convention was devoted to business and election of officers. Topics for particular study in the coming year include public relations, certification, school finance and legislation.

Oregon Federation holds first convention

The first convention of the Oregon State Federation of Teachers was held in October 1952. On the agenda at the business session were reports of committees working on state-wide tenure and sick leave, age for compulsory school attendance, legislation, membership, and publicity. At the dinner meeting in the evening, Irvin R. Kuenzli, AFT secretary-treasurer, was guest speaker.

Michigan Federation sponsors institutes

The Michigan Federation of Teachers sponsored Institutes in four of the six regional areas of the state. In Region 1, Wayne County teachers heard a discussion of "What Should Be the Responsibility of the Federal Government to Health, Welfare, and Education?" by a panel which included Senator Blair Moody and others who were conducting campaigns for national and state offices. A most interesting part of the program on the second day was a talk by Dr. Sidney Hook, professor of philosophy at New York University, who spoke on the topic of his recent book, *Education for Modern Man*.

In Region 2, teachers in the area of Flint cooperated with Michigan State College to develop the theme, "The Teacher Scrutinizes the Schools." Workshop sessions and a luncheon were included in the program.

In Region 4, Dr. Gertrude Chittenden, an expert in child psychology, dealt with the need for teachers and parents to understand better the development of the child and the relation of such development to education. The theme of the meeting in this Grand Rapids area was "Helping Youth in a Confused World." The topic formed a basis for a panel discussion by a parent, a psychologist, and representatives of labor, church, and business.

In Region 6, which includes three counties in the vicinity of Detroit, a talk on "Progress toward Peace" was given by Dr. Saul K. Padover, who had been an assistant to the late Secretary of the Interior, Harold Ickes. A color film of a 61-day air trip around the world was shown and described by Ralph Gerganoff. There were also discussions of constitutional changes which are necessary to aid Michigan Schools.

Council of AFT groups studies Indiana pensions

The Indiana State Council of Teachers Unions met on October 24 in Indianapolis. Norman McCready, president of McCready Pension Engineers, Inc., spoke on "Modernizing the Teachers' Pension Plan." At the luncheon meeting Irvin R. Kuenzli, AFT secretary-treasurer, spoke on "Broader Horizons in Education."

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